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ABSTRACT

The purpose of a project was to develop a model for more effective recruitment and retention of people of color in the Associate Degree Interior Design and Diploma Interior Design Assistant Program at Milwaukee Area Technical College (MATC), Wisconsin. During Activity One, individuals in MATC's Student Development and High School Relations Departments and Milwaukee Public Schools resource people were interviewed to determine strategies for recruiting high school students. During Activity Two, interior design professionals were interviewed to locate potential training sites and mentors for high school students. Findings were as follows: MATC made very little effort to recruit in any high school program area; most high school students were not aware of MATC as a continuing schooling option and did not understand what interior design was; no special recruitment efforts were needed to attract minority high school students; and MATC's interior design programs should be specifically presented to students in art-related courses in high schools. Several recommendations were made: use of minicourses or seminars, shadowing efforts involving current MATC interior design students with potential students, and presentation by MATC personnel of solutions to perceived barriers to potential students. A video of interior design careers, consisting of interviews with six interior designers and features on students, was produced. (Appendixes include questions used in video interviews and lists of resource people and organizations.) (YLB)

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MILWAUKEE AREA TECHNICAL COLLEGE

CONSUMER AND HOSPITALITY SERVICES DIVISION

DEVELOPING A MORE EFFECTIVE RECRUITMENT AND RETENTION MODEL

INSERVICE TRAINING FOR FACULTY

PROJECT #09-774-150-612

This project was partially funded by the Carl Perkins Education Act through the Wisconsin State Board of Vocational, Technical and Adult Education.

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JUNE 1992
WALTER JANKE
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INTRODUCTION

The following model was developed through a State Board of Vocational, Technical and Adult Education grant for faculty technical advancement. The grant project activities have given us the opportunity to learn how to develop a model, and have given us a start in the process toward recruiting more people of color into our Interior Design programs.

Please feel free to contact us if you would like assistance in implementing this model into an occupational program recruitment plan.

Walter Janke, Instructor
Interior Design Assistant
Progam
West Campus

Gary Kelly, Instructor
Interior Design Program
North Campus

I. RECRUITMENT AND RETENTION MODEL

I. Purpose of Recruitment and Retention Model

More effective recruitment and retention of people of color in the Associate Degree Interior Design and Diploma Interior Design Assistant Programs at MATC.

II. Strategic Mission(s)

- Investigate the current recruitment and retention practices in MATC's student development and high school relations departments.
- Meet with Milwaukee Public Schools resource people to determine strategies for recruiting middle school and high school students.
- Meet with Interior Design professionals to locate potential training sites and mentors from the Interior Design profession.
- Develop a model minority recruitment and retention plan for interior design, including a career video presentation to be used with middle school and high school students.

III. Strategic Objectives

- Will become more sensitive to the diversity issue and barriers for minority student enrollment and retention.
- Will produce a list of potential training sites and mentors from the Interior Design profession.
- A model plan will be ready for implementation and for sharing with other program areas, including a career video presentation.

II. ACTIVITY ONE

Investigate current recruitment and retention practices in MATC's Student Development and High School Relations Departments.

Pat Roberts, High School Recruitment MATC

- Shadowing in various MATC programs.
- Pilot program "Peer Group Leader Training", high school student learns about opportunities, admission, etc. at MATC and takes that information back to his or her fellow high school students.
- "Tech Prep" initiatives.

Additional Possibilities

- Milwaukee Public Schools have one interior design program at Hamilton High School, taught by Agnes Nielson. There is a possibility of articulation.
- All high schools have art programs - this would be a realistic discipline to approach. Also, this would be a good place to find the talent you're looking for.
- Target select community gathering places - churches, perhaps, and develop a partnership with an organization you feel has potential for recruitment.
- Are there minority professional organizations that could be approached?
- Development of scholarships for minority candidates.
- Transportation and tuition remain barriers to minority candidates.

Audrey Keyes, High School Recruitment MATC

Components which have proven successful in MATC recruitment and retention.

- Personal contact and follow-up of minority students who don't finish admissions procedure with MATC.

- Exposure of minority students to technical courses through summer camp, etc. (Interior Design is not a traditional occupation for minorities).

- Giving asset test to junior minority high school students to help them identify possible academic weaknesses before their senior year, so they won't have to be in "Crossover" at MATC.

Additional Possibilities

- Look into drafting programs in high schools, specifically architectural drafting classes.

- Investigate implementing shadowing programs, where potential middle school and high school sutdents team up with current MATC Interior Design students and observe and participate in classroom activities.

- Contact chairpersons in high school art and drafting departments.

Jerrold O'Sullivan, Student Affairs MATC-West Campus

- Suggests contacting all Interior Design professional organizations, such as ASID, to investigate their minority recruitment efforts.

- Contact the Urban League and local NAACP.

- Would be willing to become involved in mentoring program.

- Barriers that must be overcome include transportation, finances, and lack of role models.

- Many younger current students have very unrealistic goals and expectations - possibly concentrate on recruiting older adult learners.

Meet with Milwaukee Public Schools resource people to determine strategies for recruiting middle and high school students.

Dick Dornick, Milwaukee Public Schools Director of Commercial Art
and
Fred Schroedl, Milwaukee Public School Drafting Coordinator

- Arranging presentation of Associate Degree Interior Design and Diploma Interior Design Assistant programs to Fall 1992 chairperson's meeting, including all 15 MPS high school commercial art and drafting representatives.
- Will preview career video and recruitment and retention model.
- Very little previous recruitment effort by MATC personnel.
- Unaware of career opportunities for high school graduates in interior design.
- Speeches in high school commercial art and drafting classes by MATC Interior Design instructors, professional interior designers, and current MATC Interior Design students, will make high school students more aware of what interior design entails, and career areas of interior design, etc.

Phil Jacobs, Commercial Art Department, Milwaukee Technical High School
Vandy Harmon, Art Department, Milwaukee Technical High School
Roger Myer, Drafting Department, Milwaukee Technical High School

- Suggested offering specific mini-lessons in variour areas of interior design, such as lighting and space planning, and inviting specific commercial art and/or drafting high school classes to attend at MATC's Interior Design facilities.
- Mini-lessons would effectively promote and recruit high school students into Interior Design.
- Offer seminars to high school students that grant credit towards graduation at MATC.
- Increase our articulation with various high schools and individual courses.

Bill Wilkenilg, Commercial Art Department, Bay View High School
Dave Simley, Drafting Department, Bay View High School

- Very interested in minority recruitment efforts, students need more options, hadn't previously considered interior design as a career option.
- Very little previous MATC recruitment effort in any program area.
- Strongly suggest MATC Interior Design instructors present information concerning career areas of Interior Design to various high school classes in early Fall 1992.

Conclusions from Activity One interviews:

- Very little recruitment effort by MATC in any high school program areas.
- Most high school students are not aware of MATC as a continuing schooling option.
- Most high school students don't understand what Interior Design is, its career options, or its earnings potential.
- No special recruitment efforts needed to attract minority high school students beyond making them aware of Interior Design as a career option.

Recommendations concerning Activity One:

- Increase awareness of MATC Interior Design programs at high school level.
- Present profession of Interior Design, its career options, and its earnings potential to specific high school classes, including art, commercial art, and drafting.
- Design and implement mini-courses or seminars involving specific areas of Interior Design and invite high school art, commercial art, and drafting classes to attend at MATC Interior Design facilities.
- Increase shadowing efforts involving linking current MATC Interior Design students with potential future students from area high schools.

- Present Associate Degree Interior Design and Diploma Interior Design Assistant programs, recruitment and retention model, and video explaining Interior Design career options to Fall 1992 chairperson's meeting at MPS headquarters. Provides unique opportunity to make all 15 MPS high school chairpersons, specifically commercial art and drafting, more aware of Interior Design as a career option, and MATC as an educational option.

III. ACTIVITY TWO

Meet with Interior Design professionals to locate potential training sites for high school students and potential mentors for middle school and high school students.

Willie Mae Horvatich, minority business owner, "Mae's Interiors"

- Strongly felt grants and scholarships were vital in drawing minority students.
- Must be very realistic, in terms of earnings potential in various areas of Interior Design, with potential minority students.
- Race shouldn't be a factor in choosing mentors or potential training sites for minority students, awareness of what interior design entails and its earnings potential will draw students. No unique (or different) recruitment efforts are needed, just more awareness for the career areas of Interior Design.
- Willing to be minority role model and mentor.

Harriet Henderson, minority partner with Arnell-Hammersmith Interiors

- Since commission complicates earnings potential, primarily in the first year of employment, determine average starting wage, and average 5 years later.
- Very important to define profile of professional interior designer; their image, sales techniques, tools, language, etc.
- Feels middle school students too young for recruitment efforts; begin at 10th grade level and target classes involving art.

- Develop a list of potential interior design related employers and the average starting wage.

- Potential minority students don't need different recruitment techniques to solicit interest, just awareness of the different career areas of interior design.

- Willing to be minority role model and mentor.

- Awareness of earnings potential will take care of any retention problems involving minority students; concentrate on recruitment efforts and retention should take care of itself.

Carmen Avery, minority employee, Lappin Lighting

- Have to educate minorities as to opportunities in interior design; pointed out she had no role models as she came up into the field.

- Focus on older students, middle school students don't have realistic goals.

- Contact professional organizations such as NAACP, Minority Chamber of Commerce.

- Contact interior design professional organizations, such as ASID, ISID, and IDS; see if they have minority recruitment efforts.

- Willing to be a role model and mentor.

Eloise Williamson, owner of Elo Interiors

- Contact local interior design related businesses, such as Steinhafel's, for potential training sites; list potential training sites.

- Willing to become involved as role model, mentor, or potential training site for minority students.

Judy Koehnlein, owner of Collaborative Design

- Try to identify minorities working in interior design related businesses who haven't had schooling in interior design, such as furniture salespeople, people in window fashions, gifts, etc.

- Contact annual college fair at MIAD and get MATC represented, specifically targeting students in art, etc.

- Send information regarding MATC's interior design programs to all high school art departments.

Conclusions from Activity Two interviews:

- No special recruitment efforts needed to attract minorities beyond making them aware of interior design as a career option.

- Specifically present MATC's interior design programs to art-related courses in high school.

- Greater potential for high school students vs. middle school students for recruitment efforts. Older students have more realistic goals.

Concerns perceived as barriers to minority recruitment efforts included:

1. Money (grants or scholarship availability)

2. Role models (not necessarily minorities)

3. Transportation (or perceived lack of transportation available)

4. Lack of awareness of what an interior designer is and does, and earnings potential.

Recommendations concerning Activity Two:

- As we are contacted by high school or middle school personnel, we will assist in matching requests for mentors and shadowing situations with the potential sites.

- As MATC personnel present information regarding the interior design programs, such as course offerings, job opportunities, etc., they should also include solutions to perceived barriers to succeeding in interior design programs, thereby aiding in the retention effort.

- Develop guidelines for mentors and mentees.

- Present MATC's interior design program to older high school students, specifically those in art-related classes.

- Since awareness of what interior design is and what the career opportunities are, seems to be the most important factor involving recruitment efforts of minorities, video or slide presentations must concentrate on what interior designers do, and where they work. Furthermore, the presentation must identify and explain the major interior design career areas.

- Specifically list major career areas of interior design to be photographed or filmed.

    1. Residential interior design
    2. Commercial interior design
    3. Facilties design
    4. Specialty areas of interior design, including

        a. Kitchen and bath
        b. Lighting

- Identify Milwaukee area companies in each major area of interior design for potential interviews, photography, and/or filming.

    1. Residential design

        a. Steinhafel's
        b. Boston Store
        c. Carriage House
        d. Country Craft furniture

    2. Commercial design

        a. Elo Interiors
        b. Collaborative Design
        c. M&M Office Supply

    3. Facilities design

        a. Wisconsin Electric
        b. Quadgraphics

4. Specialty areas of interior design

a. Lighting

i. Lappin Lighting
ii. Standard Lamp
iii. Light Unlimited

b. Kitchen and Bath design

i. Kitchen Design Center
ii. Wisconsin Kitchen Mart

IV. VISUAL COMPONENT OF THE PROJECT

One of the activities outlined in the grant was to develop a set of slides of Interior Design careers. This visual component may be the most important activity in the recruitment and retention model because it can be used to introduce the field of Interior Design to high school and middle school age students. The media of this component was considered and discussed with MATC resources people from Faculty Resource Centers, Marketing Communications, Graphic Arts, Telecasting, and other areas. It was decided to do a video rather than slides because of the following advantages:

- A video can be more visually exciting than slides and more likely to capture and hold the attention of an audience in this age group.

- A video is more "user friendly" than slides; i.e., the video can be shown to a single viewer or to small groups without assistance.

- There is a trend toward transferring slides to video because of the ease of operation.

- Recommended by high school/middle school teachers and counselors to do video.

- Request by high school instructor for future videos on interior design related topics.

After the decision was made to do a video, the next step was to find someone to produce it. Producing a video can be very expensive (about $11,000 market price for a video of this length), so it was mandatory that it be done in-house because of budget considerations.

The resource person we found was Dave Baule, Executive Producer at Channels 10 & 36. In the future, the Marketing Communications Department may become an additional resource as they acquire more equipment. Dave arranged a meeting with us and four students from the Telecasting program. The students agreed to do the project for us as part of their graduation requirements for an Associate Degree.

It is helpful to know from the outset the responsibilities of the persons wanting the video (the client) and those producing it (the producer).

Responsibilities of the client:

1. Select topic.
2. Determine audience.
3. Decide how video will be used:
   - part of presentation by MATC instructor or designate
   - part of presentation by high school or middle school teacher or counselor
   - video "stands alone", as in viewed by a student independently
4. Estimate length of video (usually 8-9 minutes).
5. Determine how video will be organized, ex., introduction, body, conclusion, and what will be the topics of each segment.
6. Write complete script:
   - visual scenes
   - audio portion (narrative or script)
   - include music if appropriate
7. Organize shooting schedule:
   - get permission for shots where needed
   - arrange for actors or persons to be interviewed
   - coordinate dates and times with all persons involved
8. Work with producers during "shooting" and editing processes.
9. Arrange to have any copies made from master tape.
10. Determine what costs will be involved (salary and expenses for producer).
11. Determine responsibilities of client and producer with producer and agree on costs before arranging the shooting schedule.

Responsibilities of the producer:

1. Confirm dates and times with client and persons appearing in or helping with video.
2. Arrange for preliminary visit to determine camera locations, power supplies, etc.
3. Provide all equipment and supplies.
4. Transportation of equipment.
5. Do actual taping.
6. Ask any interview questions or provide voice for narrative.
7. Editing:
   - view raw footage with client to select best shots
   - put selected footage in proper sequence
   - include narrative per script
   - insert titles or graphics
   - include music or special effects
   - provide one master copy to client

Our video consisted of:

1. A two-minute introduction in which we used interesting scenes or "grabbers" from Interior Design businesses in the Milwaukee area.

2. A seven-minute body in which we interviewed six interior designers with a variety of responsilities in their places of business.

3. A two-minute conclusion in which we featured students in Interior Design classrooms and labs at MATC, and identified MATC as a source of further information on Interior Design careers and education.

Producing a video requires perseverance, a creative approach, a lot of time, and organizational effort, but the finished product can be well worth the investment.

NOTE: A list of questions used in the interviews for the video appears in the appendix.

APPENDIX A

Interview Topics:

How did you get into interior design?

What courses do you consider most important for your job?

Show some drawings you use and tell why they are important.

What have been some of your more interesting projects?

What classes in high school would you recommend?

Do we have an opportunity to photograph or videotape any of the projects? Explain what you did and why.

Interview a client?

Explain your job (what do you do for, and how do you help a client?).

What are working conditions:

- normal business hours
- flexible hours
- weekends, evenings

Explain a typical client presentation.

What innate talents are important for someone considering interior design?

NOTE: These topics are only suggested, and should be personalized to reflect the message you feel should be conveyed to those students who are considering careers in Interior Design.

APPENDIX C - RESOURCES PEOPLE

Baule, Dave - MATC - Executive Producer
Channels 10 & 36
271-1036

Chaney, Felmers - Milwaukee NAACP
263-1000

Dornick, Dick - Milwaukee Public Schools
Director of Commercial Art
475-8051

Harmon, Vandy - Milwaukee Technical High School
Commercial Art
271-1708

Jacobs, Phil - Milwaukee Technical High School
Commercial Art
271-1708

Keyes, Audrey - MATC - Technical Education
Demonstration Programs
278-6479

Kuenzle, Gary - MATC - Instructional Media
278-6531

McClone, Maureen - MATC - Manager, Marketing Communications
278-6864

Moede, Tom - MATC - Technical Education
Demonstration Programs
225-4532

Mulvenna, Ken - MATC - Projects HOLD & SECOND CHANCE
278-6922

Myer, Roger - Milwaukee Technical High School
Drafting Department
271-1708

Roberts, Pat - MATC - High School Recruitment
278-6725

Schroedl, Fred - Milwaukee Public Schools
Drafting Coordinator
475-8084

Simley, Dave - Bay View High School
Drafting Department
744-9840

Sharpless, Sue - Wisconsin Bell - Minority & Women's
Business Enterprise Coordinator
523-7914

Surges, Jim - MATC - Graphic Arts
278-6964

Wilkenilg, Bill - Bay View High School
Commercial Art Department
744-9840

APPENDIX C - RESOURCES ORGANIZATIONS

City of Milwaukee Equal Opportunity Enterprse Program
278-5553

Hispanic Chamber of Commerce of Wisconsin
643-6963

Milwaukee Enterprise Center
372-3936

Milwaukee Minority Business Development Center
272-8300

Milwaukee Minority Chamber of Commerce
264-4111

Milwaukee Urban League
374-5525

Wisconsin Department of Administration Minority Business Program
608-267-7806

Wisconsin Department of Development Bureau of Minority Business Development
608-267-9550